

Prompts to Help Students Problem-Solve While Reading

Noticing and Correcting Errors

You noticed what was wrong.
 Find the part that's not quite right.
 Does that look right?
 Where's the tricky part of the word?
 What's wrong?
 Why did you stop?
 Do you think it looks like _____?
 Were you right?
 I like the way you worked on that word.
 I like the way you worked that out.
 It starts like that. Now check the last part.
 Something wasn't quite right. Can you find your error?
 You almost got that. See if you can find what is wrong.
 You've got the first [last] part of the word right.
 Try that again.
 Try it another way.
 Check the middle of the word.
 You're nearly right. Try that again and think what would look right.
 Try that again and think what would sound right.
 Try that again and think what would make sense.
 That makes sense but does it look right?
 That sounds right but does it look right?
 That looks right but does it make sense?

Analyzing Words

Do you see a part that might help?
 What do you know that might help?
 Do you know a word like that?
 Do you know a word that starts with those letters?
 Do you know a word that ends with those letters?
 Think of what the word could mean.
 Is that word like another word you know?
 Look for a part you know.
 Say the first part, the next part ... [letters and letter clusters]
 Look at the middle of the word.
 Look at the first syllable.
 Notice the syllables.
 Look at the root word [or base word].

Look at the prefix, the suffix.
 Look at the ending of the word.
 Cover the last part of the word.
 Cover the first part of the word.

Deriving Word Meaning

Read the sentences [or paragraph]. What could that word mean?
 Is that word like any other words you know?
 Think about the root word. It means ...

Using Multiple Sources of Information

Think of what would make sense and check with the letters.
 Sound the first part and think about what the word could be.
 Predict what that word could mean. Would it fit the sentence [paragraph, story]?
 What can you do to help yourself?
 What do you know that might help?
 Do you know a word that would fit the meaning and looks like [starts like, ends like] this word?
 What could you try?
 Read from the beginning and try that again.

Supporting Reading Fluency

How do you think your reading sounds?
 Read the punctuation.
 Make your voice go down when you see the period.
 Make your voice go up when you see the question mark.
 Take a short breath when you see the comma [or the dash].
 Use emphasis when you see the exclamation point.
 Make it sound like the characters are talking.
 Set off the parentheses by stopping before and after them.
 Read it like this [model phrase units].
 Read this much all together [cover part of print to expose the phrase unit].
 Put your words together so it sounds like the way you talk.
 Make your voice show what you think the author meant.

Figure 20-3. Prompts to Help Students Problem-Solve While Reading